

explanation of similar or different forms should be made. Likewise new principles of syntax should be illustrated before assignment for mastery. The study of the forms and the use of the relative pronoun afford a good opportunity for such a procedure.

Memorization of certain fundamental forms and syntactical principles should be insisted upon until recall is practically automatic, for without this basic knowledge there can be no consistent, clear understanding of the exact meaning of the passages read. On the other hand, care must be taken to prevent the syntactical work from becoming too technical. The important point about a Latin construction is not its technical name (which at best is merely a matter of convenience), but its significance. There is need for repetition and drill until the pupil can recognize the construction and translate it correctly. After that, it is unnecessary, except at intervals, to ask for an explanation of the construction unless it has been mistranslated. Attention should constantly be given to the fact that English grammar and Latin grammar are similar in many respects.

*Vocabulary.* The systematic study of vocabulary should begin the first week of the first year and continue throughout the course. To trust to chance in this matter is an enormous waste. As a general rule words should be taught in the order in which the pupil will meet them in his reading. To this general rule there are two exceptions:

1. Compounds and derivatives are often learned more economically at the time at which the simple word is learned, or soon after; for instance, after *cipio* has been presented the pupil can easily learn *accipio*, *incipio*, *recipio*, *intercipio*, *captor* and *captivus*.

2. Words which, because of similarity of form, are likely to be confused, may be learned together, even though one or more of them may not occur in the pupil's reading until later; for example *ager*, *agger*, and *aeger*; *paro*, *parco*, and *pario*. However, many teachers prefer making these comparisons as the words occur in the reading rather than in anticipation of their use.

Latin words should be mastered; they should be *taught*, not merely assigned. To accomplish this purpose the teacher should employ a variety of methods. The following have been found effective: the building of Latin words on other Latin words; discovery of the meanings of new words from the context, from related English words, from related Latin words, before consulting the vocabulary; the teaching of English derivatives along with the vocabulary of the lesson; emphasis upon Latin words of particularly frequent occurrence, such as *mitto*, *pono*, *video*, *omnis*, *oppidum*, etc.; mastery of the nominative, genitive, gender and meaning of a noun, the principal parts and meaning of a verb, etc., as the forms are given in the vocabularies; and frequent oral reviews which repeat and fix the words, their forms and meanings.

In the study of a language words are the tools with which the learner must work; no progress can be made without them. Memory work is essential in the mastery of vocabulary; it is facilitated by functional presentation. The study of words should be made an interesting part of the work for the pupil.

*Word Study.* For its vocabulary the English language has borrowed from practically every language, and the majority of the borrowed words are, directly or indirectly, of Latin origin. Therefore the study of Latin